



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12511726
SAU: MSAD 57
School: Lyman Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

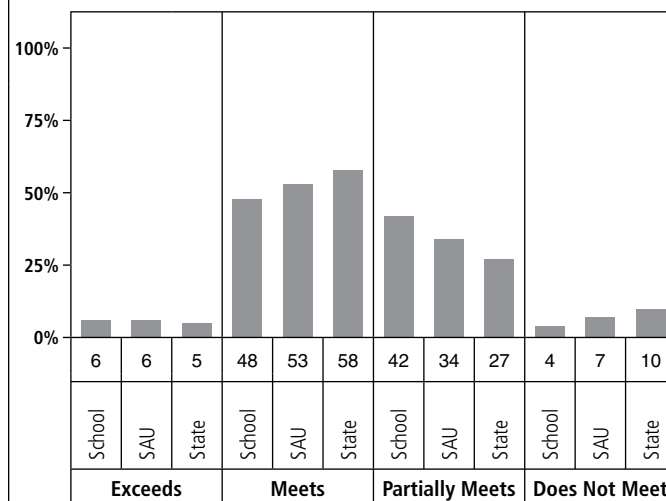
SAU: MSAD 57

School: Lyman Elementary School

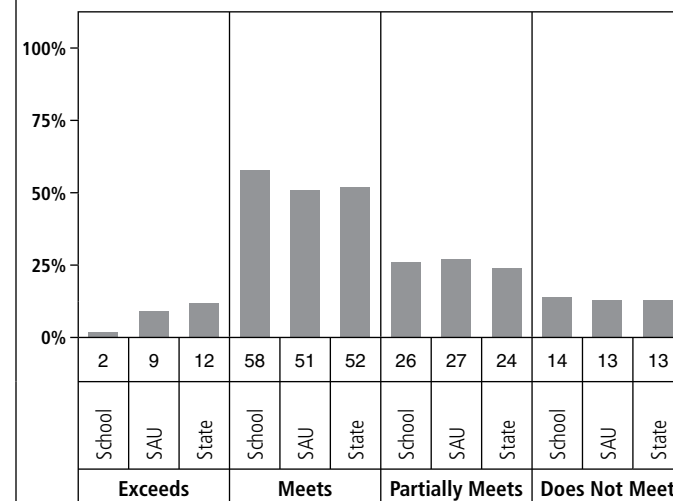
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	542	544
2006–2007	540	544	544
2007–2008	544	545	545
Cum. Avg.*	542	544	544
Mathematics			
2005–2006	537	537	543
2006–2007	539	543	546
2007–2008	542	545	546
Cum. Avg.*	540	541	545
ELA – Writing			
2005–2006			
2006–2007	537	541	541
2007–2008	533	538	538
Cum. Avg.*			

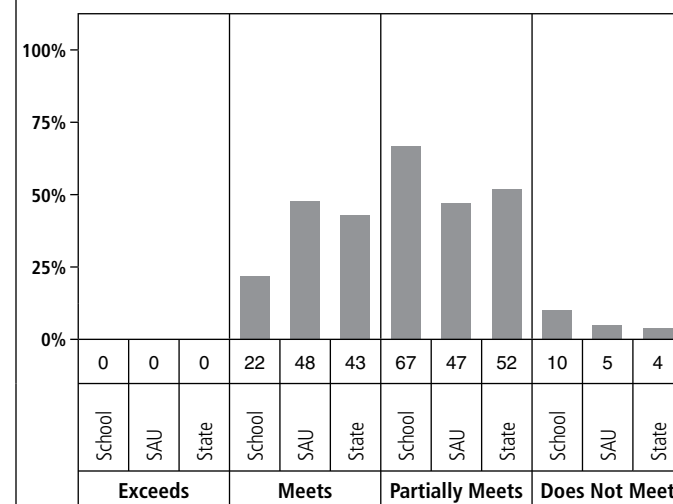
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 57
 School: Lyman Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	51	100	253	100	14240	100	51	100	253	100	14157	100	51	100	253	100	14156	100					50	98
Ethnicity African American/Black	2	4	4	2	404	3	2	100	4	100	396	98	2	100	4	100	398	99					1	50
American Indian or Native Alaskan	1	2	2	1	118	1	1	100	2	100	118	100	1	100	2	100	118	100					1	100
Asian or Pacific Islander	1	2	2	1	201	1	1	100	2	100	199	99	1	100	2	100	199	99					1	100
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	47	92	245	97	13339	94	47	100	245	100	13274	100	47	100	245	100	13267	100					47	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	14	27	46	18	2555	18	14	100	46	100	2528	99	14	100	46	100	2526	99					13	93
Current LEP	1	2	3	1	337	2	1	100	3	100	328	97	1	100	3	100	334	99					1	100
Economically disadvantaged	18	35	91	36	5574	39	18	100	91	100	5528	99	18	100	91	100	5531	99					17	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	38	75	195	77	11042	78	38	75	196	77	11006	77					38	75
Identified disability (PET/IEP)	1	3	4	2	396	4	1	3	4	2	404	4					1	3
LEP	1	3	2	1	144	1	1	3	2	1	141	1					1	3
504 plan	4	11	10	5	134	1	4	11	10	5	133	1					4	11
Participation with accommodations	12	24	56	22	2974	21	12	24	55	22	3014	21					11	22
Identified disability (PET/IEP)	12	100	40	71	1996	67	12	100	40	73	1986	66					11	100
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	4	7	76	3	0	0	4	7	77	3					0	0
Other	0	0	12	21	766	26	0	0	11	20	801	27					0	0
Participation through alternate assessment (PAAP)	1	2	2	1	136	1	1	2	2	1	136	1					1	2
Identified disability (PET/IEP)	1	100	2	100	136	100	1	100	2	100	136	100					1	100
LEP	0	0	1	50	4	3	0	0	1	50	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0					1	2

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	4	11	9	3	721	5
	2006-2007	1	2	15	6	702	5
	2007-2008	3	6	14	6	659	5
	Cum. Total*	8	6	38	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	13	34	132	47	7571	53
	2006-2007	23	48	143	54	7730	55
	2007-2008	24	48	133	53	8195	58
	Cum. Total*	60	44	408	51	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	15	39	105	37	4343	30
	2006-2007	15	31	87	33	4182	30
	2007-2008	21	42	86	34	3800	27
	Cum. Total*	51	38	278	35	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	6	16	37	13	1628	11
	2006-2007	9	19	21	8	1419	10
	2007-2008	2	4	18	7	1362	10
	Cum. Total*	17	13	76	10	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.7	59.8	29.2	60.8	29.2	60.8
Literary Text	24	50	14.6	60.8	14.8	61.7	15.0	62.5
Informational Text	24	50	14.1	58.8	14.4	60.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 57
 School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	3	6	24	48	21	42	2	4	544	251	6	53	34	7	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										4						388	1	39	34	26	538
American Indian or Native Alaskan	1										2						116	0	44	45	11	541
Asian or Pacific Islander	1										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	46	3	7	20	43	21	46	2	4	544	243	6	52	35	7	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	2	15	10	77	1	8	537	44	0	14	59	27	535	2392	0	26	42	31	536
No	37	3	8	22	59	11	30	1	3	547	207	7	61	29	3	547	11624	6	65	24	5	547
Current LEP																						
Yes	1										2						319	1	36	34	29	537
No	49	3	6	23	47	21	43	2	4	544	249	6	53	35	7	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	17	0	0	8	47	8	47	1	6	542	90	3	48	39	10	543	5454	2	48	35	15	541
No	33	3	9	16	48	13	39	1	3	546	161	7	56	32	6	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	50	3	6	24	48	21	42	2	4	544	251	6	53	34	7	545	14011	5	58	27	10	545
Gender																						
Female	14	3	21	10	71	1	7	0	0	553	101	8	58	28	6	546	6766	7	62	24	8	546
Male	36	0	0	14	39	20	56	2	6	541	150	4	49	39	8	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	50	3	6	24	48	21	42	2	4	544	251	6	53	34	7	545	12265	5	62	25	8	546
Gifted/talented program																						
Yes	3										21	48	52	0	0	560	464	27	71	2	1	557
No	47	2	4	22	47	21	45	2	4	543	230	2	53	37	8	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 57

School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	0	0	0	0	4	80	1	20	533	6	0	20	53	27	537	5	2	42	34	22	540
B. less than one hour	56	1	4	19	70	7	26	0	0	547	66	7	59	29	6	546	66	5	60	27	9	545
C. one to two hours	29	2	14	4	29	8	57	0	0	544	25	5	49	44	2	544	26	5	61	26	8	546
D. more than two hours	4	0	0	1	50	0	0	1	50	539	2	0	33	17	50	534	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	1	6	10	59	5	29	1	6	545	33	9	55	29	7	547	31	7	63	23	7	547
B. They match some of what I have learned.	52	2	8	13	52	9	36	1	4	545	53	5	57	32	6	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	2	0	0	1	100	0	0	0	0	548	10	0	42	50	8	540	11	2	42	37	19	540
D. There is no match.	10	0	0	0	0	5	100	0	0	537	4	0	20	60	20	536	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	2	13	10	63	3	19	1	6	548	37	10	69	14	7	549	30	10	68	16	6	549
B. good	38	1	6	8	44	9	50	0	0	544	45	4	49	42	4	544	53	3	59	29	9	544
C. fair	29	0	0	6	43	7	50	1	7	540	17	0	29	56	15	539	15	1	41	40	18	539
D. poor	0										2	0	50	25	25	540	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	19	0	0	4	44	4	44	1	11	538	20	6	31	45	18	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	70	3	9	18	55	11	33	1	3	547	67	5	60	33	2	546	67	5	62	26	7	546
C. easier than my regular schoolwork	11	0	0	2	40	3	60	0	0	542	13	10	58	16	16	547	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	15	0	0	1	14	5	71	1	14	534	17	0	33	52	14	538	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	40	1	5	8	42	9	47	1	5	543	49	3	50	40	7	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	46	2	9	15	68	5	23	0	0	549	34	12	68	15	5	550	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	23	0	0	8	73	2	18	1	9	542	23	5	66	20	9	546	18	8	64	20	8	547
B. 20 minutes to an hour	52	2	8	11	44	11	44	1	4	545	51	7	56	32	6	546	56	5	62	25	7	546
C. less than 20 minutes	6	1	33	1	33	1	33	0	0	551	10	8	42	42	8	543	12	2	50	32	15	542
D. I rarely read at home.	19	0	0	4	44	5	56	0	0	544	16	0	35	55	10	540	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	0	0	8	44	8	44	2	11	541	29	3	49	39	10	543	26	3	51	32	14	542
B. six to ten pages	27	0	0	8	62	5	38	0	0	544	24	0	51	47	2	542	28	3	59	28	9	544
C. eleven or more pages	35	3	18	8	47	6	35	0	0	549	47	10	57	24	8	547	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	528						
C.	0										50	0	0	100	0	540						
D.	0										25	100	0	0	0	580						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	11	4	1415	10
	2006-2007	0	0	20	7	1711	12
	2007-2008	1	2	23	9	1617	12
	Cum. Total*	1	1	54	7	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	17	45	99	35	6503	45
	2006-2007	20	42	127	48	6778	48
	2007-2008	29	58	129	51	7284	52
	Cum. Total*	66	49	355	44	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	10	26	99	35	3945	28
	2006-2007	22	46	89	33	3884	28
	2007-2008	13	26	67	27	3341	24
	Cum. Total*	45	33	255	32	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	11	29	76	27	2434	17
	2006-2007	6	13	31	12	1683	12
	2007-2008	7	14	32	13	1778	13
	Cum. Total*	24	18	139	17	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.9	59.3	9.0	60.0
Cluster 2: Shape and Size	14	29	6.9	49.3	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.9	38.0	2.1	42.0	2.2	44.0
Cluster 4: Patterns	14	29	7.5	53.6	8.2	58.6	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	1	2	29	58	13	26	7	14	542	251	9	51	27	13	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										4						392	5	33	32	31	537
American Indian or Native Alaskan	1										2						116	5	42	31	22	540
Asian or Pacific Islander	1										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	46	1	2	25	54	13	28	7	15	541	243	9	51	27	13	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	6	46	3	23	535	44	2	25	39	34	534	2390	2	29	34	35	534
No	37	1	3	25	68	7	19	4	11	545	207	11	57	24	8	547	11630	13	57	22	8	548
Current LEP																						
Yes	1										2						330	4	36	27	33	536
No	49	1	2	29	59	12	24	7	14	542	249	9	52	27	13	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	17	0	0	12	71	4	24	1	6	543	90	8	48	33	11	543	5461	5	46	30	19	541
No	33	1	3	17	52	9	27	6	18	542	161	10	53	23	14	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	50	1	2	29	58	13	26	7	14	542	251	9	51	27	13	545	14015	12	52	24	13	546
Gender																						
Female	14	1	7	10	71	3	21	0	0	550	101	9	53	28	10	546	6767	11	51	24	13	546
Male	36	0	0	19	53	10	28	7	19	539	150	9	50	26	15	545	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	50	1	2	29	58	13	26	7	14	542	251	9	51	27	13	545	12265	13	54	22	11	547
Gifted/talented program																						
Yes	3										21	43	57	0	0	566	464	58	40	2	0	564
No	47	0	0	27	57	13	28	7	15	541	230	6	51	29	14	543	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 57

School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	0	0	1	20	2	40	2	40	527	6	7	27	27	40	535	5	6	39	29	25	539
B. less than one hour	56	0	0	21	78	5	19	1	4	547	66	10	54	26	9	547	66	12	52	24	12	546
C. one to two hours	29	1	7	5	36	5	36	3	21	539	25	8	52	27	13	544	26	12	55	23	11	547
D. more than two hours	4	0	0	1	50	0	0	1	50	530	2	0	17	33	50	531	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	1	5	10	53	4	21	4	21	542	43	16	53	21	10	548	38	16	56	19	8	549
B. They match some of what I have learned.	43	0	0	13	65	6	30	1	5	546	44	5	56	31	9	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	15	0	0	4	57	2	29	1	14	536	11	4	32	32	32	534	10	6	37	32	24	539
D. There is no match.	2	0	0	0	0	0	0	1	100	522	2	0	20	40	40	535	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	0	0	9	60	4	27	2	13	540	36	19	58	13	10	550	31	24	54	14	8	552
B. good	50	1	4	14	58	4	17	5	21	544	38	5	52	28	15	545	47	8	55	25	12	545
C. fair	15	0	0	4	57	3	43	0	0	542	20	2	45	43	10	540	19	2	43	35	20	539
D. poor	4	0	0	1	50	1	50	0	0	541	6	0	29	43	29	534	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	0	0	1	11	4	44	4	44	528	17	0	37	39	24	537	18	5	42	30	22	540
B. about the same as my regular schoolwork	60	1	3	21	72	6	21	1	3	548	70	10	57	24	9	547	66	11	55	23	11	547
C. easier than my regular schoolwork	21	0	0	6	60	2	20	2	20	538	13	15	39	24	21	544	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	2	20	5	50	3	30	532	31	13	38	32	17	543	21	10	48	26	16	544
B. two or three days a week	27	0	0	9	69	2	15	2	15	541	37	12	55	23	10	547	36	13	54	23	10	547
C. two or three times each month	29	1	7	10	71	2	14	1	7	549	20	4	54	28	14	545	27	12	54	23	11	547
D. never or almost never	23	0	0	7	64	3	27	1	9	543	12	0	70	20	10	544	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	1	25	2	50	1	25	531	15	11	50	29	11	546	7	12	44	25	19	543
B. two or three days a week	15	0	0	1	14	2	29	4	57	528	37	12	42	32	14	545	30	13	53	23	11	547
C. two or three times each month	42	0	0	15	75	4	20	1	5	547	31	4	63	23	10	545	34	12	54	23	10	547
D. never or almost never	35	1	6	11	65	4	24	1	6	545	17	12	51	20	17	544	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	21	0	0	3	30	5	50	2	20	537	9	5	41	32	23	540	7	7	40	25	28	539
B. 30–45 minutes	56	0	0	17	63	6	22	4	15	541	40	6	52	27	15	542	31	7	49	29	15	543
C. 45–60 minutes	21	1	10	8	80	1	10	0	0	553	36	14	56	24	6	549	40	12	55	23	10	547
D. more than 60 minutes	2	0	0	0	0	0	0	1	100	522	15	8	46	27	19	545	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	520						
C.	0										50	0	50	0	50	535						
D.	0										25	0	100	0	0	558						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 57
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	6 0	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	25 11	52 22	145 119	55 48	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	16 33	33 67	101 118	38 47	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	7 5	15 10	13 13	5 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	9.2	46.0	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	4.8	40.0	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.4	55.0	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 57
 School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	49	0	0	11	22	33	67	5	10	533	250	0	48	47	5	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										3						382	0	31	57	11	534
American Indian or Native Alaskan	1										2						116	0	28	66	6	534
Asian or Pacific Islander	1										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	46	0	0	10	22	31	67	5	11	533	243	0	47	47	5	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	8	67	3	25	526	43	0	9	72	19	528	2372	0	12	72	16	529
No	37	0	0	10	27	25	68	2	5	535	207	0	56	42	2	540	11600	0	50	48	1	539
Current LEP																						
Yes	1										2						319	0	30	58	12	533
No	48	0	0	10	21	33	69	5	10	533	248	0	47	48	5	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	16	0	0	3	19	10	63	3	19	531	89	0	43	46	11	536	5435	0	32	61	7	535
No	33	0	0	8	24	23	70	2	6	534	161	0	50	48	2	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	49	0	0	11	22	33	67	5	10	533	250	0	48	47	5	538	13967	0	43	52	4	538
Gender																						
Female	14	0	0	8	57	6	43	0	0	541	101	0	62	37	1	542	6750	1	55	43	2	540
Male	35	0	0	3	9	27	77	5	14	529	149	0	38	54	8	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	49	0	0	11	22	33	67	5	10	533	250	0	48	47	5	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	3										21	0	90	10	0	546	464	2	74	23	0	545
No	46	0	0	9	20	32	70	5	11	532	229	0	44	51	6	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 57

School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	1	20	2	40	2	40	527	6	0	20	47	33	527	5	0	29	57	14	533
B. less than one hour	57	0	0	8	30	18	67	1	4	535	66	0	54	43	3	539	66	0	44	52	3	538
C. one to two hours	30	0	0	2	14	12	86	0	0	533	26	0	44	56	0	539	26	0	45	52	3	538
D. more than two hours	2	0	0	0	0	0	0	1	100	516	2	0	0	60	40	526	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	21	0	0	5	50	5	50	0	0	541	25	0	65	32	3	541	25	1	54	42	3	540
B. good	36	0	0	4	24	12	71	1	6	533	44	0	54	44	2	540	50	0	46	51	3	538
C. fair	38	0	0	2	11	14	78	2	11	531	26	0	25	66	9	533	22	0	29	65	6	535
D. poor	4	0	0	0	0	1	50	1	50	523	5	0	33	50	17	532	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	22	0	0	1	10	9	90	0	0	532	15	0	31	61	8	534	14	0	33	56	10	535
B. about that same as my regular schoolwork	61	0	0	9	32	17	61	2	7	535	68	0	54	43	3	540	65	0	45	52	3	538
C. easier than my regular schoolwork	17	0	0	1	13	5	63	2	25	529	18	0	42	49	9	536	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										25	0	0	0	100	516						
C.	0										50	0	50	50	0	539						
D.	0										25	0	100	0	0	548						